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VERMONT STATE BOARD AND DEPARTMENT OF EDUCATION

Strategic Plan 2010-2014

Mission

Provide leadership, support and oversight to ensure that the Vermont public education system enables each student to be successful.

Vision

Every learner completes his or her public education with the knowledge and skills necessary for success in college, continuing education, careers, and citizenship. The public education system provides flexible learning environments rich with 21st century tools that promote self-development, academic achievement, and active engagement in learning. It operates within a framework of high expectations for every learner with support from educators, families and the community.



<http://education.vermont.gov/>

Vermont State Board and Department of Education Strategic Plan

On August 17, 2010, the State Board of Education adopted its 2010-2014 Strategic Plan. Pursuant to Section 180 of Title 16, the Board is required to “adopt through a public process a statewide strategic education plan to describe how the agency will help schools boards to improve student performance” and that it be reviewed and updated every five years. The plan has been renewed to 1) reflect current practice and views, 2) assure that all students graduate from high school having achieved proficiency in reading, math, science, writing and 21st Century skill development and are prepared to enter college or training in a career of their choosing, and 3) integrate the tenets of transformation. In the coming months, the Department will move ahead with the development of an implementation plan.

Resources

High Schools on the Move: Renewing Vermont's Commitment to Quality Secondary Education (Vermont Department of Education; August 2002)
http://education.vermont.gov/new/html/pubs/high_schools_on_the_move.html

The Future of Education in Vermont (Vermont State Board of Education; October 2007)
http://education.vermont.gov/new/pdffdoc/dept/future_of_education/future_of_education.pdf

The Transformation of Education in Vermont (Vermont State Board of Education; July 2008)
http://education.vermont.gov/new/pdffdoc/dept/transformation/transformation_080108.pdf

Vermont Secondary Schools for the 21st Century (Vermont State Board of Education; August 2008)
http://education.vermont.gov/new/pdffdoc/dept/transformation/secondary_schools_081908.pdf

The Transformation of Education in Vermont: A Primer (Vermont Department of Education; February 2009)
http://education.vermont.gov/new/pdffdoc/dept/transformation/primer_0209.pdf

Roots of Success: Effective Practices in Vermont Schools (Vermont Department of Education; October 2009)
http://education.vermont.gov/new/pdffdoc/pubs/educ_pub_effective_practices.pdf

Opportunity to Learn (Report of the SBE's Education Transformation Policy Commission; December 2009)
http://education.vermont.gov/new/pdffdoc/dept/transformation/commission/transformation_policy_commission_report_1209.pdf

Transformative Education in Vermont Framework Summary (Vermont Department of Education; March 2010)
http://education.vermont.gov/new/pdffdoc/dept/transformation/educ_dept_transformation_summary.pdf

Goal Five - Policy and Governance: State and local policy and governance facilitate attainment of the educational practices and student outcomes articulated in the Vision statement.

Strategies:

1. Define and implement an effective system for measuring and auditing the updated school quality standards and learning expectations at school, supervisory union and state levels.
2. Promote and assist in the development of school district governance structures that serve to substantially improve education quality, expand learning options, increase education equity and improve overall efficiencies.
3. Establish a statewide system of support for supervisory unions and schools to ensure each learner has equitable access to high-quality 21st Century practices and environments.
4. Engage with local, state, and national partners to advocate for the Vermont Education Transformation agenda.
5. Identify potential federal, state and local resources to support the learning outcomes outlined in the strategic plan.

Goal One - Educational Leadership: All levels of Vermont's public education system are guided by effective, transformative educational leaders.

Strategies:

1. Lead the education transformation effort by engaging appropriate partners in the process of defining and implementing the following:
 - a. Common standards for effective, transformative educational leadership.
 - b. Effective induction/mentoring and supervision and evaluation systems.
 - c. Education leadership preparation and professional development programs aligned with the common standards defined in (a) above.
2. Engage and collaborate with the legislative and executive branches of state government to support improved learning for all students.
3. Model transformative and accountable leadership practices.

Goal Two - Learning Expectations: Standards and expectations define the knowledge and skills essential for all PreK-12 learners to be successful in the 21st century.

Strategies:

1. Adopt the Common Core State Standards in Mathematics and English Language Arts: K-12 Standards and Career and College - Readiness Standards (CC)
2. Collaborate with AHS and appropriate partners so that standards and expectations for early childhood programs lead to student readiness for kindergarten and K-12 standards.
3. Design and implement a plan for all Vermont schools to transition from the grade expectations assessed by the New England Common Assessment Program (NECAP) to the Common Core State Standards and the comprehensive assessment of those standards.

4. Work with national consortia, including the consortium measuring the CC, to provide multiple aligned assessment opportunities - formative, benchmark and summative - that support all Vermont learners to make progress and demonstrate proficiency in core academic areas.
5. Review and update Vermont School Quality Standards and the graduation requirements included therein, to reflect college and career-readiness standards for the 21st century, including proficiency-based promotion and graduation, and the integration of early college and technical learning opportunities.

Goal Three - Instructional Practices and Environments: Learning environments and instructional practices support multiple ways of learning, yield deep understanding and application of essential knowledge and skills, and ensure the success of every student.

Strategies:

1. Promote and support evidence-based teaching and learning practices that emphasize integrated learning structures, positive school climates and establish high expectations and individualized achievement opportunities for all learners.
2. Promote and support effective use of data to inform decision making and guide and evaluate instructional practice.
3. Work with the Vermont Standards Board for Professional Educators (VSBPE) and pre-service (including institutions of higher education) and in-service providers (including education service agencies) to ensure teachers are prepared to use evidence-based teaching and learning practices.
4. Focus efforts on building effective educational support teams in schools to implement positively focused, proactive models for providing highly functioning support systems for students at all levels.

5. Work to engage students, families, businesses and communities as catalysts, advocates, and contributors to the transformed learning culture.
6. Work with schools and partners to implement individualized learning approaches, personalized learning goals, plans and assessments that provide a contextualized learning experience for each learner.

Goal Four - PK-16 Partnerships: PK -16 education partnerships facilitate improved student success, by strengthening kindergarten readiness, increasing student engagement and relevance in K-12 education, and improving postsecondary aspiration, continuation and completion rates for all learners.

Strategies:

1. Participate in the formation and development of the PK-16 Partnership.
2. Implement student information systems that facilitate the regular and continuous use of data to inform school, district, supervisory union and state decision-making as well as instructional practice at a classroom and individual level.
3. Support early childhood education efforts.
4. Collaborate with higher education and appropriate partners to improve college and career readiness through such programs as dual enrollment, technical training, early college enrollment for high school credit, virtual learning, and Science Technology Engineering and Mathematics (STEM) opportunities, and multiple pathways to graduation.